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ABSTRACT

This employer participation model is designed to help employers of all sizes customize their participation in school-to-work activities. Using it as a foundation, companies can evaluate resources and target them to areas of opportunity. The first section focuses on employers working with students and teachers. A chart describes activities in which the company could participate in the schools in its community. For each of three purposes--career awareness, exploration, and preparation, the chart details the activity, its length, and employee-to-student ratio. The second section addresses employers working directly with teachers. A chart identifies partnership activities (employer role) and points of contact for start-up. The third section concerns employers supporting the work of teachers. A chart identifies five ways that employers can contribute to the quality of the classroom experience. Each of the five ways or teacher activities is accompanied by the employer role and the where and how. The fourth section focuses on employers strengthening company practice. A chart captures four areas where the company together with its industry association(s) can focus attention. The four company practices are correlated with company actions and the responsible staff member. The final section concerns employers building a system. A chart lists recommendations at four levels--local, state/region, national, and international--that will support system development. (YLB)

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Employer

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Making our workforce the most competitive in the world is the key to ensuring the vitality of our industries, our economy, and perhaps most importantly, our democracy.

Alex Trotman, Chairman, Ford Motor Company and Chair, National Employer Leadership Council

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With so many hands knocking *on* your door . . .

From the Outside

Educators, workforce development agencies and community organizations are reaching out to employers to develop School-to-Work programs.

Add to this need for business partners, an increasing interest on the part of business and education organizations -- nationally and at the state and local level -- to recruit members to support policy and program development for workforce issues. With this flurry of activity, businesses are overwhelmed by the sheer number and variety of requests.

From the Inside

With increasing competition, the pressure grows from inside business organizations to show a serious "Value on Investment" for time and contributions that are made to the community. Employers and employees are constantly addressing the value of investing both inside and outside the workplace.

Value on Investment

Why would your company say yes to *Connecting Learning and Earning?*

The member companies of the National Employer Leadership Council (NELC) have experienced the frustration and the concerns faced by employers trying to find both *efficient* and *effective* avenues for responding to complex workforce and education issues. NELC members — small, medium and large companies — find their investments have these rewards:

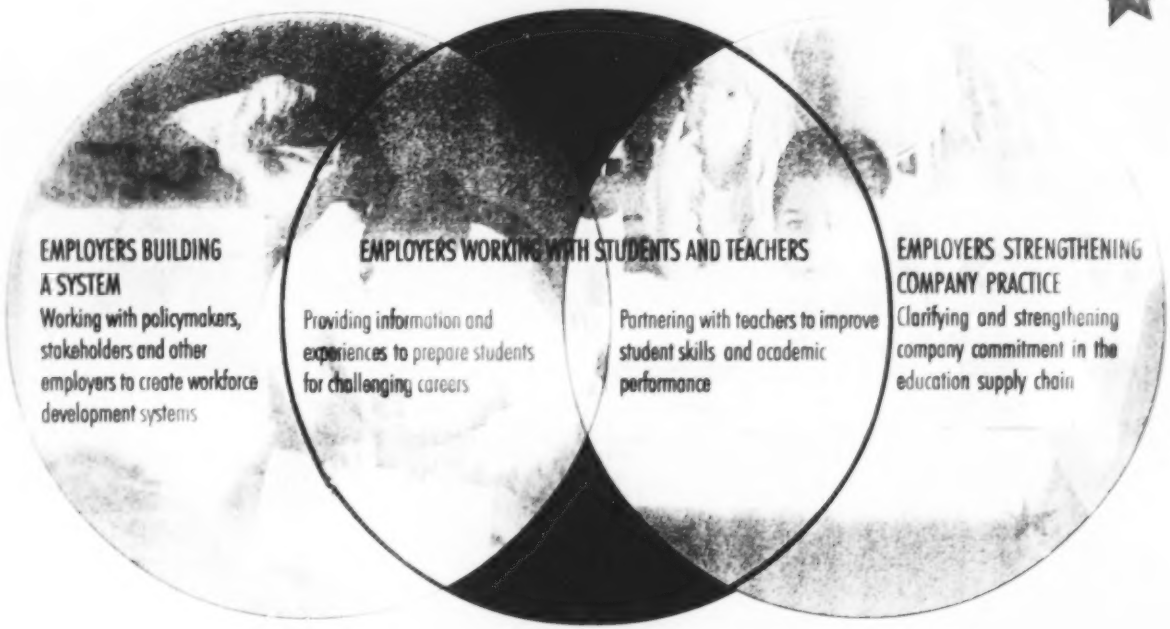
- Increases the pool of qualified applicants who can meet current and future workforce demands.
- Reduces the cost of employee recruitment, selection and training.
- Strengthens the links between work and learning as well as labor market supply and demand.
- Promotes collaboration between employers and educators to support workforce development.
- Enhances employee morale, supports employees as parents and improves employer/employee relationships.
- Enhances company's reputation by positioning company on the important issue of education reform.
- Improves community relations through participation in local partnerships.

"The bottom line in America's fight for longterm competitiveness ultimately will be won or lost not in the halls of Congress... not in the boardrooms around the world...but in America's classrooms."

John Clendenin
BellSouth

NELC's Employer Participation Model

The NELC has developed this Employer Participation Model to help employers of all sizes customize their participation in School-to-Work activities. Using the model as a foundation, companies can evaluate resources and target them to areas of opportunity.


EMPLOYERS BUILDING A SYSTEM
Working with policymakers, stakeholders and other employers to create workforce development systems
EMPLOYERS WORKING WITH STUDENTS AND TEACHERS
Providing information and experiences to prepare students for challenging careers
Partnering with teachers to improve student skills and academic performance
EMPLOYERS STRENGTHENING COMPANY PRACTICE
Clarifying and strengthening company commitment in the education supply chain

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...king with ...nts ...d Teachers

■ *Providing information and experiences to prepare students for challenging careers*

Employers Working Directly with Students
Employers can offer students a variety of opportunities to understand the kinds of work that today's workforce does every day and the link between "Learning and Earning." The following chart describes activities in which your company could participate in the schools in your communities.

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Employers Working Directly with Students

Purpose		Employer Activity (Grade Level)	Length of Activity	Employee to Student Ratio*
Career Awareness	1.	**Career Talks:** Employers and employees visit students in the classroom and explain the work in their industry or company. (K-16)	1-2 hours	1:25 or 30
	2.	**Career Days/Career Fairs:** Special events are typically held to allow students to meet with postsecondary educators, employers and employees, or human resource professionals to learn about education and work opportunities. Career day activities are designed to help students think about their interest and abilities in relation to potential careers. (K-16)	2 hours to half-day of setting	varies with type
	3.	**Workplace and Industry Tours:** Students visit the worksite, talk with employees and observe the workplace activities. (K-16)	1-2 hours	1:10 or 25
Career Exploration	4.	**Job Shadowing:** A student follows an employee at a company location to learn about a particular occupation or industry. Job shadowing can help students explore a range of career objectives and select a career major for the latter part of high school. (6-16)	varies, one day to 2 weeks	1:1-3
	5.	**Job Rotations:** At a worksite, students transfer among a number of positions and tasks that require different skills and responsibilities in order to understand the steps that go into creating a product and or service; how their own effort affects the quality and efficiency of production and customer service; and how each part of the organization contributes to productivity. (9-16)	varies by program	1:1 to 8

*approximate ratios

Employers Working Directly with Students

Purpose		Employer Activity (Grade Level)	Length of Activity	Employee to Student Ratio*
Career Preparation	6.	**Internships:** Students work for an employer for a specified period of time to learn about a particular industry or occupation. Students' workplace activities may include special summer projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not include financial compensation. (10-16)	minimum of one semester 5-10 hours a week or full time for 4-6 weeks	1:1 to 8
	7.	**Cooperative Education:** Students alternate or coordinate their high school or postsecondary studies with a job in a field related to their academic or occupational objectives. Students and participating businesses develop written training and evaluation plans to guide instruction, and students receive course credit for both their classroom and work experiences. Credit hours and intensity of placements often vary with the course of study. (10-16)	minimum of 3 hours a week for one semester	1:1 to 8
	8.	**Youth Apprenticeship:** A multi-year program that combines school and work-based learning in a specific occupational area or occupational cluster and is designed to lead directly into either a related post-secondary program, entry-level job or registered apprenticeship program. Youth Apprenticeships may or may not include financial compensation. (10-14)	minimum of one semester 5-10 hours a week	1:1 to 8
	9.	**Apprenticeship (Registered):** Registered apprenticeship programs meet specific federally-approved standards designed to safeguard the welfare of apprentices. The programs are registered with the Bureau of Apprenticeship and Training (BAT), U.S. Department of Labor, or one of 27 State Apprenticeship Agencies or Councils approved by BAT. Apprenticeships are relationships between an employer and employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations. (13-16)	defined by the program	defined by the program
	10.	**Mentoring:** Employee(s) who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with teachers or youth organizations and the employer of the student. (9-16)	minimum of 10 months, 3-6 hours a month	1:1 or 2

*approximate ratios

* These definitions are used widely across the nation and have been crosswalked with the National School to Work Glossary. They represent common practice across companies and across communities.

Employers *Working Directly with* Teachers

■ *Partnering with teachers to improve student skills and academic performance*

Employers Working Directly with Teachers
Secondary and post-secondary faculty want to spend more time with business partners to increase their understanding of the culture and expectations of the workplace. The following chart identifies partnership activities and points of contact for start-up. Often, the resources are already available through industry and business organizations or from other business partnerships in other communities and states.

Employers Working Directly with Teachers

Teacher Activities	Employer Role
11. Project-Based Learning	Serve as mentors and collaborate with teachers and students on projects aimed at providing solutions to real problems and developing new programs within the company.
12. School-Based Enterprise/ Entrepreneurial Projects	Provide expertise as consultants to student-operated businesses. Serve as a guide to a group of students as they assess, design and implement a start-up business.
13. Internship/Externship/ Sabbatical in Business	Provide opportunities for educators to explore an industry or company to develop their knowledge of workplace skill requirements.

Employers *Supporting the* Work *of* Teachers

■ *Partnering with teachers to improve student skills and academic performance*

Employers Supporting the Work of Teachers
Employers support the work of teachers directly and indirectly in local classrooms. The following chart identifies five ways that employers can contribute to the quality of the classroom experience.

Employers Supporting the Work of Teachers

Teacher Activity	Employer Role	Where and How
14. Curriculum Development	Work with educators at the national and state levels to integrate curriculum to link academic and workplace knowledge and skills; to logically connect work with educators at the regional and local levels; to develop work-based learning curriculum such as Tech-Prep.	■ Contact your industry association to participate in Skill Standards development and assessment. ■ Contact your Chief State School Officer and offer to write and/or review STW curriculum. ■ Meet with local school officials and give them copies of the industry developed skills and curriculum for integration into their programs.
15. Instructional Materials	Work with educators at the national and state levels to develop compatible, inexpensive products, services and software to support the teaching of workplace and industry skills and knowledge.	■ Contact your industry association to see what materials are currently available for teachers and faculty. ■ Contact state industry and business associations to see what materials are available. ■ Contact your human resource and training departments to find qualified staff to participate in materials development.
16. Business Practice Advisement	Provide information and support to counselors and teachers on current industry practices.	■ Contact schools or community organizations. Volunteer to work with teachers and counselors.
17. Industry Skill Standards	Give copies of your industry skill standards to secondary and post-secondary educators for use in their program planning. Connect educators to industry skill standards implementation projects that integrate skill standards, academic standards, and workplace assessment and credentials.	■ Contact your industry association to see what materials are currently available for teachers and faculty. ■ Contact the School-to-Work Learning Center for names of implementation projects. Call the project directors and ask for information.
18. Technology	Provide educators with information and support to increase their awareness and skill development of current technology. Provide access to technology.	■ Contact your local business organization to inquire about programs that give teachers access to workplace resources.

Employers *Strengthening* Company Practice

■ *Clarifying and strengthening company commitment in the education supply chain*

Business culture has changed with the introduction of continuous improvement practices, strong "customer service" orientation, new technologies, and increasing webs of vendor relationships. In order to develop a qualified and committed workforce, some business practices need to change to support the new relationship with education providers. The following chart captures four areas where your company together with your industry association(s) can focus attention.

Employers Strengthening Company Practice

Company Practice		Company Action	Who
Communicate Supplier Expectations	19.	Participate in development of "Skill Profile" requirements. Communicate information to all workforce providers or suppliers. (See the chart on page 16 under national and state and the chart on page 10 under curriculum development, under Company Action.)	Human Resources Community & Volunteer Programs Industry Association
	20.	Develop internal tracking system to follow supplier provider graduates hired, retained and promoted and share that information with your supplier network.	Human Resources
Enhance Employment Practices	21.	Implement hiring practices that will require applicant to demonstrate academic achievement and workplace experience through school-based records (e.g., provision of transcripts, portfolios, certificates of mastery, industry skill standards certificates)	CEO and Senior Management
	22.	Re-engineer employment educational institutions as preferred suppliers.	Human Resources
	23.	When screening and recruiting for employees, consider the work-based learning experiences as work experience requirement for employment.	Human Resources
	24.	Advocate strong policy to align and integrate training and educational systems.	Government Relations Industry Association
	25.	Participate in local STW career preparation programs.	Line Managers and Employees
	26.	Use local education and training institutions and organizations as supplier for current workforce.	CEOs and Senior Management
	27.	Identify the cost of hiring, training and turn over for new entry-level and compare annually with information from tracking systems explained above.	Human Resources

Employers Strengthening Company Practice

Company Practice		Company Action	Who
Encourage Employee Development	28.	Partner with institutions in the supplier chain, (e.g., high schools, community colleges, adult schools, and universities) to develop both industry and company specific classroom and workplace learning services.	Line Managers
	29.	Engage labor unions in work-based learning opportunities in companies with collective bargaining agreements.	Labor Relations Managers
	30.	Prepare employees to supervise students in defined work-based learning opportunities.	Human Resources
	31.	Incorporate skill standards as a framework for internal education, training, career development and performance review for current workforce.	Human Resources/Government Relations
	32.	Profile champions in the company that support education priorities through your company newsletter.	Communications
Extend Corporate Leadership	33.	Conduct high visibility review of existing involvement in education reform, prioritization of activities, commitment of resources, and CEO/Senior Management attention.	CEO and Senior Management
	34.	Encourage employees to become involved in education activities as parent, community volunteers, and school board members - and recognize their efforts.	CEO & Senior Management/Community & Volunteer Programs
	35.	Adopt policies to support parental involvement in their children's education and in local school improvement initiatives.	CEO & Senior Management/Human Resources
	36.	Align corporate resources including government relations, corporate philanthropy, volunteerism and personnel policy with corporate education priorities.	CEO & Senior Management

Employers Strengthening Company Practice

Company Practice		Company Action	Who
Extend Corporate Leadership (continued)	37.	Align company involvement in industry and business associations that strengthen the connection between earning and learning.	Government Relations/Industry Associations
	38.	Create senior management briefing on company commitment to high standards, workforce development, quality assessments and accountability.	Government Relations/Industry Associations
	39.	Insert comments in Senior Communications Management speeches that advocate for a "system that supports high quality workforce development."	Communications
	40.	Write CEO editorials in industry and business magazines that address the need for workforce and career preparation that will support our economic success.	Communications/Industry Associations
	41.	Focus volunteer efforts on education partnerships and STW career preparation initiatives in your community.	Community & Volunteer Programs
	42.	Recognize community partnerships with events that showcase employer involvement and commitment.	Community & Volunteer Programs
	43.	Participate on local school boards and parent and partnership boards.	Line Managers and Employees

Employers *Building A* System

■ *Working with policymakers, stakeholders and other employers to create workforce development systems*

America needs a higher-skilled workforce and American education is the primary source for that upgrade. Business working at every level of decisionmaking can bring focus and practical experience to workforce development. This chart lists recommendations at four levels that will support system development. The NELC strongly supports early and continued participation of the broadest possible groups of stakeholders.

Employers Building A System

Level of Involvement	Building A System Focused On High Standards and Global Competitiveness
Local	44. Provide leadership - through an employer-led organization - to develop work-based learning opportunities across all key industries and a process to continuously provide skill standards information to all education institutions. (Descriptions of those activities can be found in the chart on pages 5 and 6.)
	45. Provide leadership to create or enhance the regional economic development plan so that education, labor market needs and public and private resources are aligned to support quality workforce development programs.
	46. Play a leadership role in the development of work-based learning opportunities in local partnerships of employers, local education agencies, schools, educators, locally elected officials, employees, labor organizations, students, parents, community-based organizations, rehabilitation agencies, vocational education agencies and other local entities.
State/Region*	47. Provide, through business and industry associations, leadership in state/regionwide workforce development and STW governance (e.g., Workforce Development Boards, PICs, Chambers of Commerce, Business Roundtables).
	48. Work with stakeholders to create a system of industry-recognized workplace assessments and credentials for use in schools and in the workplace.
	49. Provide marketing and employer recruitment support using the Employer Participation Model as a tool.
	50. Influence government to develop business incentives for employer involvement (e.g. tax credits, etc.).
National	51. Join NELC to work with other business organizations and employers to assure a consistent STW and Workforce Development focus in and across business organizations.
	52. Promote STW and Workforce Development efforts in national industry-specific associations and participate in the development of industry-driven skill standards.
	53. Participate in the development of skill standards driven curricula and instructional materials with special focus on high academic standards and work-based learning. Encourage the use of these materials in industry-related programs at the state and local level.
	54. Participate in development of a national benchmarking effort to identify best practices in an array of program components that continuously improve STW and workforce development programs (e.g., how to recruit employers, selection and assessment of work-based learning activities by students and parents, and teacher internship/externship).
	55. Collect- translate if necessary -and share through the NELC network and other national business organizations, core skill requirements used by industry in other countries.
International	56. Through NELC and in collaboration with other national business organizations such as the National Skill Standards Board, Achieve, etc. assist in the development of international benchmarking efforts to identify academic and workplace skill requirements.

* Region can be defined as multi-state, multi-county or multi-district within a state.

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